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ABSTRACT

This final report of the Advisory Commission on Educational Goals for the State of Georgia discusses product goals and enterprise goals. The product goals for education in Georgia, which are directed to the development of the individual, are related to: the individual and himself, the individual and others, the individual and the governing process, the individual and social and economic institutions, the individual and his physical environment, the individual at work, and the individual at leisure. The goals for the education enterprise are assessed as to the people to be served, the curriculum, the staff, organization and administration, buildings and facilties, and finance. The names and addresses of authors of papers and critiques relating to conditions in Georgia today are provided. A chart of trends in Georgia employment by large occupation group, 1947-1985, is included. (DB)

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Goals for Education in Georgia

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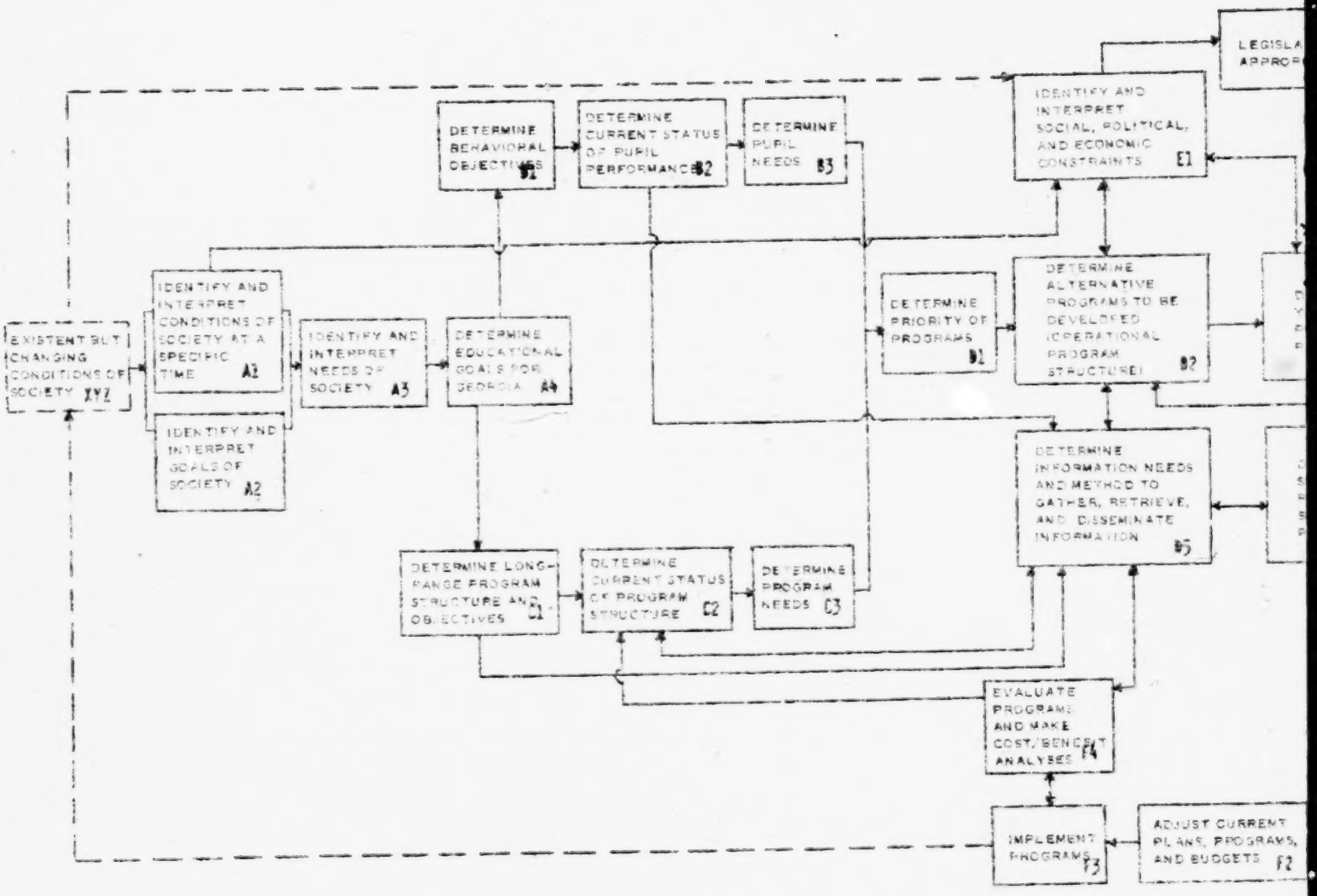
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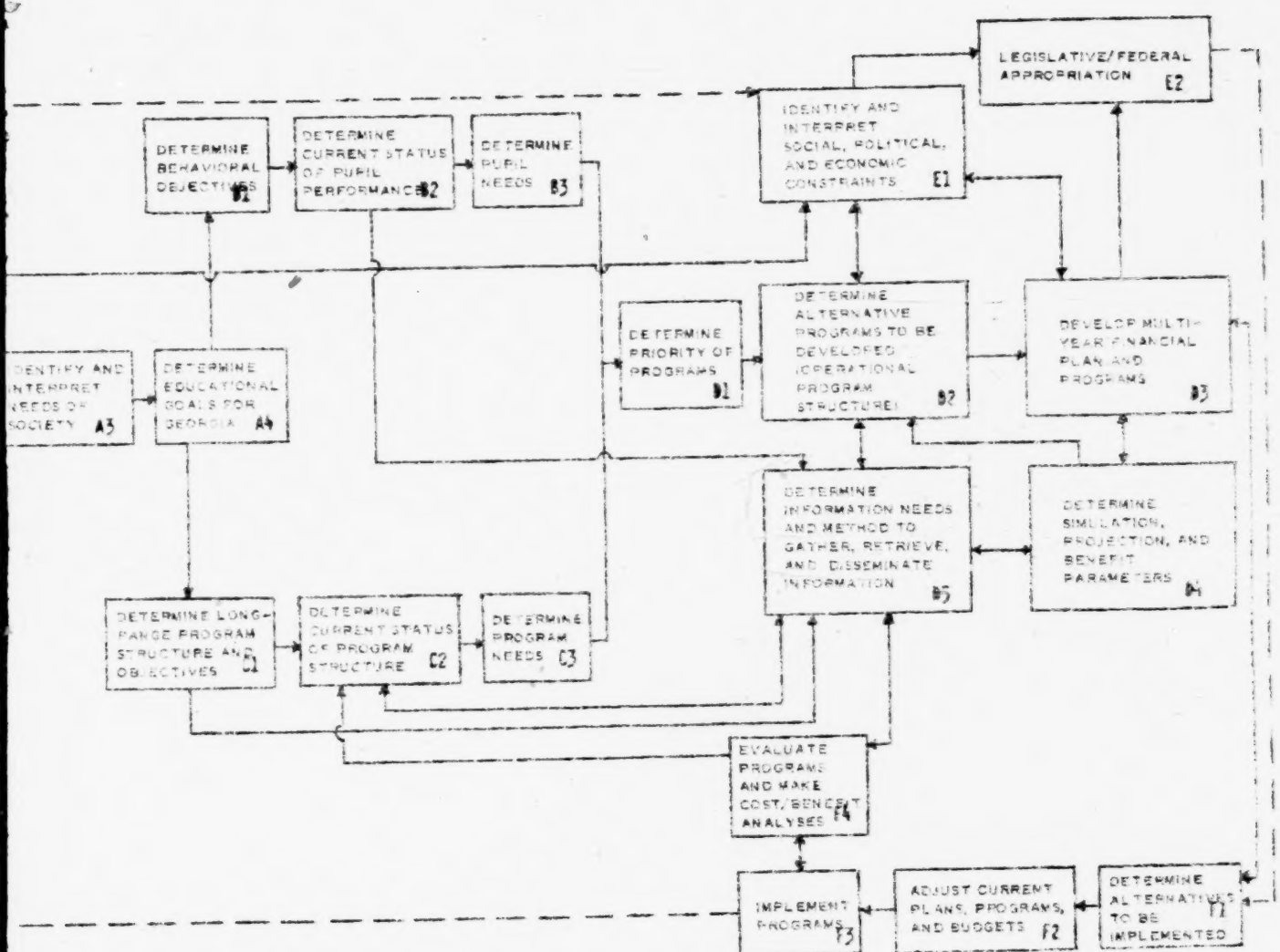
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Goals for Education in Georgia

Division of Planning, Research, and Evaluation

Jack P. Nix, State Superintendent of Schools
Georgia Department of Education
Atlanta, Georgia 30334
1970

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JAC. H. ROTHSCHILD
2000 HILTON AVENUE
COLUMBUS, GEORGIA 31906
December 17, 1969

The Honorable James S. Peters, Chairman

State Board of Education

Atlanta, Georgia 30334

Dear Mr. Chairman:

I have the honor to submit herewith the final report of the Advisory Commission on Educational Goals. The Commission as authorized by State Board of Education resolution was appointed on April 16, 1969.

The Commission was asked to (1) study the economic, social, and political life of Georgia; (2) predict the probable future direction of the economic, social, and political changes in Georgia; (3) identify the goals that the program of elementary, secondary, and adult education directed by the State Board of Education should meet to enable the children, youth, and adults of the State to have knowledge, skills, attitudes, values, and behavior which will make possible for them to contribute effectively to the economic, social, and political life for the State and nation; and (4) suggest the nature, size, scope, and quality of the education enterprise needed to meet the challenges of the future.

The members of the Commission join me in extending our appreciation for the opportunity given us to be of service to the State Board of Education.

Respectfully yours,

Jac. H. Rothschild

Jac. H. Rothschild
Chairman

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INTRODUCTION

The Georgia Board of Education, which is responsible for public elementary, secondary, adult and vocational education, initiated the Georgia Assessment Project (GAP) in January 1969. GAP is designed to provide statewide measurement of the progress of Georgia's children and youth toward achievement of those qualities necessary to live successfully in the Georgia and United States of 1985 and beyond. Information secured from GAP will be used to (1) show the measurable impact of educational programs, services and resources in children and youth; (2) determine the relationship between costs and educational benefits; (3) identify areas of critical educational need; and (4) develop long-range educational planning.

To initiate GAP, the State Board of Education appointed 11 distinguished Georgians to an Advisory Commission on Education Goals. The Commission members were selected on the basis of their broad collective experience in many areas of Georgia life and include by occupation a federal judge, two university presidents, a physician, two industrialists, a banker, an attorney, two business executives and a former president of the Georgia Congress of Parents and Teachers. Even though the Commission members represented varied interests and greatly different outlooks and philosophies, they possessed one common commitment: the desire to assure a superior education for all the children, youth and adults in the state. The tasks of the Commission were the following.

Examine the social, economic and political life of Georgia.

Project the probable social, political and economic conditions of the state through 1985.

Identify as goals for education the knowledge, skills and values that will enable the citizen of Georgia to live successfully in the future.

Suggest the nature of the education system necessary to achieve the desired goals.

To assist the Commission with these tasks, highly qualified specialists prepared 19 position papers about Georgia's current status

and probable status in 1985 with respect to the social, economic, technological, political and cultural environment. In addition, critiques of some of the position papers were prepared to provide additional analyses, corrections or amplifications. The authors of the position papers and critiques came from the academic world, business and industry, government and the professional world. They were selected for their demonstrated knowledge about conditions in Georgia today and their qualifications to state expert opinion about probable conditions in Georgia in the future. Dr. Homer C. Cooper, director of the Social Science Research Institute, University of Georgia, provided staff assistance to the Commission in the identification of the writers and in the preparation of the papers for use by the Commission. Because of the value of the papers and wide interest in their contents, they have been published and distributed throughout the state. (See page 45 for a list of the names of the authors of the papers and critiques.)

The conditions described by the authors and critique writers tempered with the practical opinions of the Commission indicate what the future of Georgia might be like and what it should be like. As the various conditions of Georgia's future were weighed, they were submitted to these practical questions: (1) What is "good" about this condition and what is "bad"? (2) What can be done to perpetuate the good? (3) What can be done to rectify the bad? (4) What qualities should the citizen possess that would promote the well-being of everyone and assure individual worth and dignity? (5) What qualities should the citizen possess that would enable him to live successfully in the environment of 1985 and beyond? (6) Is it desirable and necessary for the education enterprise under the direction of the State Board of Education to seek and provide educational experiences that would develop these qualities in each individual?

ESTABLISHING PRODUCT AND ENTERPRISE GOALS

As these questions were answered, statements of Product Goals for education in Georgia were formulated. The statements of goals were organized under the following major headings: The Individual and Himself; The Individual and Others; The Individual and the Governing Process; The Individual and Social and Economic Institutions; The Individual and His Physical Environment; The

Individual at Work; and The Individual at Leisure. These Product Goals appear in Section I of the report.

After formulating the goals for the individual, the Goals Commission considered the means to achieve these goals. Answers were sought to these questions: (1) To whom should the education effort be directed? (2) How should the curriculum and instructional programs be organized? (3) How should the education enterprise be organized, administered and staffed? (4) What kinds of buildings and facilities are needed? (5) How should the enterprise be financed? Answers to these questions led the Commission to develop statements of Enterprise Goals which appear in Section II of the report. The Product and Enterprise Goals are not listed in any order of priority.

The Product Goals are to be used as the foundation for Phase II of GAP. Using an inter-disciplinary approach (educators, subject matter specialists, sociologists, psychologists) each of the goals will be expanded into specific learning outcomes (behavioral objectives) for children and youth appropriate to a desired level of development at different times in their school life. For example, the goal, "Possesses knowledge, understanding and appreciation of his heritage," will be expanded into a list of objectives that will provide answers to the questions. (1) What is knowledge, what is understanding and what is appreciation of man's heritage? (2) What knowledge, what understanding, what appreciation for eight-year-olds, thirteen-year-olds, seventeen-year-olds or other age groups are appropriate to show progress toward achievement of the goal?

Following the identification of behavioral objectives for each goal, performance exercises will be developed and measurement instruments constructed and administered to children and youth in the schools of Georgia. The results of the measurement should provide a statewide assessment of pupil progress toward desirable educational goals. This information has never before been available and will assist the State Board of Education to identify critical educational needs and establish priorities for program development.

The Enterprise Goals are recommendations for educational programs that, when implemented, can promote progress of Georgia's children, youth and adults toward achievement of the desired qualities sought in the Product Goals. In the view of the Commission,

achievement of the Product Goals will be very difficult if the Enterprise Goals are not achieved.

A recommendation of the Commission aside from the Product and Enterprise Goals relates to the total endeavor of setting long-range goals. The Commission feels that providing superior education requires a continued reappraisal of goals. Therefore, it is recommended that each five years the State Board initiate a comprehensive effort to reappraise educational goals so that the changing conditions in the state will be analyzed and reflected in the education programs.

Even though the goals contained in this report are long-range, there are some immediate concerns that call for prompt action if Georgia is to provide a superior education for its children, youth and adults.

Number of School Systems

Georgia has far too many small school systems that cannot deliver an adequate program of education for all children. State-wide reorganization of school systems cannot be accomplished except by Constitutional amendment. The Commission strongly recommends that the Constitution be amended to allow school district reorganization by state statute. Furthermore, it is recommended that legislation be passed to organize the state into not more than sixty administrative units with a minimum enrollment of 10,000 pupils.

Kindergarten Program

Georgia has no state-wide kindergarten program. The early years of a child's life are crucial to his future development. The Commission strongly recommends that immediate action be taken to provide state-wide kindergartens.

Unitary School System

The desegregation of schools and the elimination of the dual school system is a major problem confronting Georgia. Preservation of the public school system may depend on satisfactory solution of the difficulties resulting from desegregation. The Commission strongly recommends that the State Board of Education take all possible steps to provide local school systems with leadership,

technical assistance and funds to accomplish an orderly and effective transition to a unitary school system.

Private Schools

Many private schools are being established by individuals and groups seeking to avoid the racially integrated public schools. In many instances, buildings are inadequate, teachers are ill-prepared, library collections are insufficient, textbooks are lacking and instructional equipment is non-existent. Children and youth attending such schools are not receiving adequate educational experiences. The Commission strongly recommends that the Georgia General Assembly enact legislation that would direct and empower the State Board of Education to establish, apply and enforce minimum standards for private schools.

The Commission wishes to acknowledge with special gratitude the assistance and cooperation of all persons involved in this study, especially the authors of the papers and critiques: Dr. Homer C. Cooper, director of the Social Science Research Institute, University of Georgia; State Superintendent of Schools Jack P. Nix and Deputy State Superintendent of Schools Allen C. Smith; Dr. Russell S. Clark, director and William H. Schabacker, associate director for research and the staff of the Division of Planning, Research and Evaluation, Georgia Department of Education.

PRODUCT GOALS

Concern for the individual is deeply rooted in our cultural heritage. The foundation of our nation is a supreme commitment to the individual person. The Declaration of Independence asserts that each person has certain inalienable rights and that the individual is the source of all government authority. Fundamental to the functioning of our government is the protection of those rights and response to the needs of all citizens.

Technology, population dynamics, urbanization, economic affluence and the move from an agrarian to a technological society are causing cultural shift. Change is all about us. Its presence often seems the most credible fact in our experience. The ever widening world of our experience has led some observers to cite the growth of knowledge as being doubled every eight and one-half to 12 years. In the field of science alone a whole new era has emerged as a result of the accomplishments of NASA's Mercury, Gemini and Apollo programs. Uncertainty, complexity, continuous change and increased rate of population growth have caused many psycho-social effects on human behavior resulting in alienation of some individuals from their culture. Exposure to cultural malaise including disintegrating patterns of family and community life and cultural poverty have led to lack of clarity in the goals and values. These conditions of our society do not make individuality less essential. They point rather to the necessity of placing additional emphasis on the individual as the focal point in all endeavors, especially in education.

It is appropriate, then, that the Product Goals for education in Georgia should be directed to the development of the individual. Even though these goals identify certain common qualities, characteristics and behavioral patterns that will make life more satisfying and rewarding for all individuals, the pervading consideration in the goals is that the fullest development of each individual's potential be emphasized and the continuous inspiration for achievement of this potential be provided.

THE INDIVIDUAL AND HIMSELF

Every individual has certain inherent basic needs just because he is a human being. These are the great driving, striving forces in each

individual that cause him to seek continually to make himself more adequate to cope with life. The drives to fulfill these needs are a motivating force in behavior that enable the individual to develop a sense of esteem and adequacy and to become what he is capable of becoming. The toddler who learns to walk has a compelling urge to use his power. Youths struggle for independence from their parents because they must become individuals if they are to lead a normal life. Adults strive for a sense of accomplishment.

The tremendous changes expected to take place in the future with regard to progress in communications and transportation, population dynamics, technological advances and the knowledge explosion will provide a serious challenge to the individual and his ability to become a human being possessing esteem and a sense of adequacy.

The following statements describe the qualities and characteristics which the educated person should possess so that his personality, character and intellectual abilities are fulfilled to the utmost. These statements represent the desired outcomes or product goals of the educational effort.

The individual . . .

possesses the ability to read, speak, write and listen;

possesses knowledge and understanding of mathematics;

possesses an understanding of the structure of language and is able to use this and other skills to communicate feelings, ideas and information;

possesses an understanding of and respect for himself––his abilities, interests, values, aspirations, limitations and uses this understanding to set personal goals;

possesses a personal value system that enables him to define desirable change on the basis of his understanding of the capacity of man to adjust to change and the techniques to control change;

values and recognizes creativity as a basic human need;

possesses a personal philosophy of his reason for existence;

knows and practices socially acceptable behavior;

possesses the knowledge, skill, ability and desire for life-long growth in arts areas of his choice;

possesses the attitudes and skills to pursue learning as a life-long process;

possesses the ability to analyze, synthesize, draw conclusions, make decisions and secure information from a wide variety of sources;

possesses a personal value system which maintains individual integrity in group relationships;

possesses the attitudes and personal values that enable him to cope with adversity;

understands and accepts the relationships of rights and responsibilities;

possesses knowledge, understanding and appreciation of his heritage;

possesses a knowledge, understanding and appreciation of, and exhibits an interest in, science and the role of science in our society;

possesses the ability to make responsible decisions regarding the use of time;

values and seeks sound mental and physical health through good nutrition; understands biological processes and functions; understands the effects of drugs, alcohol and tobacco; knows how, when and where to secure medical services; and understands the emotional and social aspects of human sexuality.

THE INDIVIDUAL AND OTHERS

Our associations with other persons are continuous. From the infant's first cry until man's last breath, life is lived in patterns of informal relationships with others. No infant can grow to maturity without the care of many adults, nor can he fully achieve emotional maturity unless he learns to care for others. The quality of caring makes important differences among individuals. The infant is born completely selfish. He screams at three in the morning without concern for his mother's need for rest or his father's daily work demands. As we mature emotionally, our task is to expand the strong concern for self into caring more sensitively and deeply about more and more people.

By 1985 the individual in Georgia is likely to be forced into adjusting to changes in life style caused by increased urbanization and increased mobility of population. If present trends continue, the population will consist more and more of people who were not born in the state. Conversely, the Georgian will more than ever before live in various parts of the country and of the world and in locations different from the community in which he was born and raised. He will have to accept the fact that most of the world's population does not speak his language, does not dress as he does or live by his value systems. The individual's patterns of relationships with others from all races, nations and creeds will call for recognition and acceptance of his fellow man at school, at church, at the shopping center, at work, in the neighborhood and in the community. Extensive interaction of wide varieties of people might eventually lead to a population less differentiated culturally. However, the transition period is immediately before us and can be endured less painfully and more successfully if Georgians are prepared for the change.

High population density, which accompanies urbanization, tends to create social pathologies in the form of heightened rates of mortality, sexual promiscuity and perversion, crime and social disorganization in general. Desirable relationships, a sense of belonging and caring about others can have a counter effect on these conditions.

Technology and automation on the job often limit person to person contact and cause the individual to be isolated. As the need for more group contact becomes critical under these conditions, one

should be able to establish warm personal relationships away from the job with neighbors and friends.

The following statements describe qualities and characteristics which the educated person should possess so that he will establish desirable relationships with others. These statements represent the desired outcomes or product goals of the educational effort.

The individual . . .

appreciates the value of the occupations of others;

possesses the ability to adjust to changes in human relationships brought about by geographic and social mobility;

possesses the social willingness to live in a racially integrated society;

possesses the ability and desire to participate in community service activities;

possesses the ability to understand and cope with dissent;

possesses a personal value system which emphasizes concern for one's fellow man;

recognizes that every man, unless restricted by his own actions, has the right to participate actively and freely in social, political and economic affairs so long as the rights of others are not violated;

possesses an understanding and appreciation of racial, religious and national groups and their contributions to the history and development of our culture;

accepts the responsibility of preserving the rights and property of others;

possesses the ability to identify common goals and to cooperate with others in their attainment.

THE INDIVIDUAL AND THE GOVERNING PROCESS

If each individual were solitary and self-sufficient, each could rule himself, and there would be no need for government. Man as a social creature is neither solitary nor self-sufficient. He enters into varied and innumerable relationships with others, expecting advantages and satisfactions of various kinds. These social relationships depend on some minimum of order and regularity. It is conceivable that all social relationships might be ordered on the basis of custom, habit and unwritten agreement. However, the history of human societies is a history of conflict as well as of voluntary cooperation. Government, then, is the tangible form by which society applies coercive restraining power to insure a firm framework of public order, within which men can order their social life.

In a free society, government also presides over the struggle for social change. It is an active force in the forming of economic and social conditions. It ensures that some agency speaks for the governed and protects their interests in the outcome of conflicts so that the public order is not imperiled. However, government is not alien or external to society. It is an essential instrument of men and as such must be responsive to them. As men's habits, customs and agreements change, so must government change. As the need for economic and social changes becomes apparent, government must act to bring about these changes.

As Georgia moves into a post-industrial, pre-technological society, her governmental and political institutions are likely to change. The technological society of the future calls for the inclusion of all persons in decision-making and the governing process.

The demand for greater economy and efficiency in government and the desire for more government services is likely to change the structure of government in Georgia. This will probably cause a growth of intergovernmental cooperation among counties, among municipalities and between municipalities, special service districts and counties. It is predicted also that a greater partnership will exist among federal, state and local units of government.

The following statements describe qualities and characteristics which the educated person should possess so that he is capable of participating in and benefitting from participation in the government

process. These statements represent the desired outcome or product goals of the education effort.

The individual . . .

understands the structure and functions of local, state and national government;

understands and accepts the responsibilities and privileges of American citizenship;

possesses a commitment to law and understands the processes and purposes of law and the American judicial system;

possesses knowledge and understanding of international relations;

understands freedom as the right to make choices within the framework of concern for the general welfare;

understands the citizen's role in decision-making processes of American government and politics;

is committed to the values defined in The Bill of Rights;

knows and understands concepts of taxation;

possesses knowledge and understanding of current political issues;

considers public office as a public trust;

understands how public education is administered;

is committed to the concept of accountability for the use of public resources;

knows how to secure and utilize community services;

respects the offices of appointed and elected officials;

seeks opportunities to participate in the governmental processes.

THE INDIVIDUAL AND SOCIAL AND ECONOMIC INSTITUTIONS

The individual spends the greater part of his waking hours in social and economic institutional settings. This institutional structure exercises power and authority in society, lending sanction and exerting control over human conduct. It fulfills also the basic needs of communion with others and a sense of belonging.

Social and economic institutions are formed in response to the basic interests and needs of a particular culture. They change slowly with the passage of time as different biological, political, geographical, sociological or economic conditions bring about changes in the interests and needs of the culture. These institutions may be characterized by face-to-face communication, contact or cooperation between or among individuals as in the family or the church. They may be more formal in their organization as are the corporation, fraternal groups, the military or the trade union.

Social and economic institutions act as agents of socialization for individuals, and the degree to which the individual relates to each of the agents depends on the relevance the agent has for him. Lack of relevance often creates a sense of alienation. By and large, social deviance occurs when the individual becomes alienated from the activities, goals and values of his society and when he does not or cannot play a vital role within the structure of society. The young person who has no constructive role in his family, in the classroom or in the community may become a run-away or a drop-out, or he may withdraw into a deviant subculture.

Conditions indicate that our social and economic institutions are more and more becoming characterized by their lack of relevance to the individual. Individuals fail to identify with the institutions. They do not feel in touch with the sources of power and the processes of decision making. They are unable to work within the institutions easily and for the mutual benefit of themselves and the institutions.

The following statements describe qualities and characteristics which the educated person should possess so that he is capable of achieving full participation and benefits from social and economic institutions. These statements represent the desired outcomes or product goals of the educational effort.

The individual . . .

possesses the knowledge and skills of an intelligent consumer of goods and services;

possesses knowledge, understanding and skills pertaining to personal finance and money mangement;

possesses the ability and desire to use effectively the learning resources of the community;

is aware of the social, economic and political implications of technology;

possesses knowledge of the principle economic, social and political systems of the world;

recognizes the role of the family, religions and community organizations in defining values in a changing society;

possesses the motivation to make the community a desirable place in which to live;

possesses knowledge and understanding of production, distribution and consumption of agricultural and industrial products;

supports the free and voluntary exercise of religious choice.

THE INDIVIDUAL AND HIS PHYSICAL ENVIRONMENT

The ambition of man has always been to control completely his immediate environment. He has shaped, manipulated and used the products of nature for his own accommodation and economic gain. In earlier times natural resources were thought to be inexhaustible. However, as the demands that could be satisfied by nature became broader in scope and depth, the limits of natural resources have been more clearly established.

The requirements placed upon nature through human conduct have, in many instances, made man's environment unbearable for all

forms of life. Man has drained the swamp and watered the desert. He has leveled the forests and built great cities. He has cut highways, expressways and canals to connect them all. His automobiles and factories pollute the very air needed for life, and his wastes pollute the very water needed for survival. His land development practices and uses, his buildings designs and placement of highways have been motivated by economic concerns rather than regard for his physical environment and the continuing conservation of natural resources.

Man needs a healthful environment in which to live, and a healthful environment needs man's consideration. An understanding of the natural processes in the human environment is needed, as is an accommodation with it so that man can fully use the capacities and capabilities of nature for his own benefit with minimal detriment to his environment.

The following statements describe qualities and characteristics which the educated person should possess so that he is capable of living in accommodation with his physical and natural environment. These statements represent the desired outcomes or product goals of the educational effort.

The individual . . .

uses knowledge and skills in the arts and sciences to enhance his own natural and physical environment;

possesses an understanding of how technology alters the natural and physical environment;

possesses the desire to obtain and maintain a healthful natural and physical environment;

possesses an appreciation of the beauty of nature;

values and demands the conservation and proper utilization of land and other natural resources;

possesses knowledge and understanding of man as an integral part of nature, and as such the quality of life is proportional to the harmony he achieves with all aspects of his natural environment;

possesses an understanding of the social, economic and political implications of population growth.

THE INDIVIDUAL AT WORK

The health of the individual and the success of society depend largely on how man and his work are linked to each other. Work has a greater effect than any other aspect of living in placing man in a position that is linked to reality. Yet, man does not often value work highly. Seldom does he seek it as he seeks other opportunities for gratification. However, work is needed as an avenue to gain social acceptance and to seek the achievement of independence and freedom. The reconciliation of the paradox brought about by man's aversion to work and his desire to influence events in his life comes when individual incentives and rewards of work are inherent in the system.

In the future the individual in Georgia who fails to finish high school will have fewer opportunities for employment. The manual labor he once would have done will be done by machines. Automation and other technological applications will provide many new jobs in technical areas that will require a higher level of job skills development.

Of equal importance to the individual are the changing employment patterns in Georgia other than those brought about through automation and technological applications. They are the changes brought about through changing social forces. In the future the individual will undoubtedly be part of a racially integrated work force. It is also likely that he will be a much more mobile person. If present trends continue, he will be changing from blue-collar to white-collar occupations and from rural to urban living conditions. Unless the individual is able to adjust to these changing social conditions, he will encounter difficulty even though he may possess the job skills which are needed.

The following statements describe qualities and characteristics which the educated person should possess so that he is capable of gaining social acceptance and the achievement of independence and freedom in his work. These statements represent the desired outcomes or product goals of the educational effort.

The individual. . .

possesses an appreciation of work as desirable and necessary;

upon leaving high school possesses the basic skills necessary for further study or entry into the world of work;

understands and values the functions, relationships and responsibilities of labor and management in a free society;

possesses knowledge and understanding of workmen's compensation, social security, retirement systems, employment insurance and other employee benefits;

possesses the necessary knowledge of how and where to seek employment and the skills to be able to apply for a job and participate in a job interview;

possesses knowledge and understanding of a wide variety of occupational fields;

possesses a tentative occupational or career goal and an education/training plan to achieve this goal;

is able to function as a follower, co-worker or a leader in work;

possesses pride in workmanship and accomplishment;

respects and cares for the property of his employer and fellow workers;

possesses ability to adjust to changing jobs and job requirements;

recognizes the impact of science and technology on jobs and job requirements;

knows where to obtain additional education and training;

understands and accepts the necessity of avoiding discrimination in employment practices.

THE INDIVIDUAL AT LEISURE

The individual has certain human needs which impel him to seek outlets for expression. Worthwhile use of leisure time contributes to man's satisfaction and mental health. Games and sports provide the opportunity for competition and a socially acceptable expression of aggressive drives. The arts and crafts become avenues for satisfying creative urges. Team play, parties and group fellowship provide outlets for man's need for belonging and acceptance. Catching fish might satisfy his need for accomplishment. Climbing a mountain or exploring a cave might satisfy his desire for adventure.

Worthwhile use of leisure time also contributes to physical health. Medical scientists have discovered that lack of physical activity plays a large part in steadily increasing rates of heart and artery diseases. Muscles are meant to function. Exercise helps to control weight, reduce tensions and improve the efficiency and capacity of the heart and lungs.

Leisure also is a complement to work; it is free time. The worthwhile use of it provides a balance in the culture where many jobs, no matter how necessary, provide little opportunity for creativity and self-expression.

Even more so than in the past, the physical work done by man in the future will be reduced by the process of technology. As more and more people seek employment commensurate with their education and training, the large urban areas will no doubt continue to increase in population. A gradual decrease in work hours probably will continue. Earlier retirement and an increasing number of years in which people enjoy good health and are active after leaving their life work are likely to continue. A trend toward more holidays and longer vacation periods is predicted. Families and neighborhoods appear to be less self-sufficient than they were in a primarily agriculturally oriented society.

All of these factors point to the necessity for each individual to place additional emphasis on the development of those skills and attitudes that will contribute to sound physical and mental health through the pursuit of worthwhile leisure time activities.

The following statements describe qualities and characteristics which the educated person should possess so that he is capable of making worthwhile use of leisure time. They represent, then, the desired outcomes or product goals of the educational effort.

The individual . . .

recognizes recreation as a vital part of human life including participation in recreational activities which provide physical fitness throughout life;

uses as a listener, participant, and/or observer one or more of the arts or crafts in recreational and leisure time activity, e.g., music,

visual arts, drama, woodworking;

possesses and practices a code of responsible personal behavior when using public and private recreational facilities;

possesses sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time in some avocational pursuit;

is able to participate alone or with others in recreational and leisure time activities.

ENTERPRISE GOALS

The culture of Georgia is characterized first by elements that are more or less persistent and unchanging, and secondly by those elements brought about by the emerging forces of economic affluence, population growth, urbanization, technological expansion and the move from an agrarian to a post-industrial, pre-technological society. Both elements of the culture have been expressed in the qualities desired in the individual and appear in the section of this report devoted to Product Goals.

The public education enterprise in Georgia has been developed to help children, youth and sometimes adults to know, understand and adjust to relationships characteristic of the culture. Public educational institutions do not have the exclusive responsibility; the responsibility is shared with the home, religious institutions and other agencies. For example, the maintenance and advancement of religion are the primary responsibilities of religious institutions and the home. However, the public education enterprise should provide an atmosphere that is conducive to religious inspiration and which allows the student to grow spiritually as well as intellectually, physically and socially. It can recapture some of the great religious and spiritual forces of the time by the objective use of religious material as a part of the school curriculum.

If the education enterprise were directed only toward maintaining the culture as it is, to perpetuating the status quo, there would be little need for it to change. The system that served the agrarian society could serve the society of 1985 and beyond. However, the society of Georgia is not static. It is influenced by rapid social, political and economic changes. New demands are being placed on the physical, mental, social and emotional health of the citizen of Georgia. The public education enterprise must, therefore, be shaped to meet these emerging demands so that each individual will be able to acquire those qualities, characteristics and behavioral patterns that make life more satisfying and rewarding.

The sheer magnitude of Georgia's mass public education effort now and in the future forces a new look at the enterprise. There now are approximately 1,200,000 children and youth in the elementary and secondary schools. Population projections indicate that in the

future there will be considerably more people to be educated as evidenced by the estimate of 15 percent increase in the five to 17 age group by 1985.[1]

Among the persistent social and economic problems that confront the state and lead Georgia's citizens to look toward the education enterprise for solutions are the following.

At least 20,000 children and youth drop out from the public schools of Georgia each year.[1]

Approximately 380,000 workers are on the job fewer than 26 weeks per year.[2]

Unemployment figures show 52,700 unemployed workers.[3]

Special help is needed for 100,000 adult handicapped persons.[4]

Special education services are needed for 186,000 children and youth from birth to age 21.[1]

Research on educational attainment of persons over 25 shows 66,000 with no formal education; 280,000 with from one to four years of school completed; 600,000 with from five to eight years of schooling, totaling just under 1,000,000 who have completed only eight or fewer years of formal education.[5]

Approximately 70,000 children each year fail to be promoted to the next higher grade.[1]

Fifty percent of the children starting in the first grade, 40 percent entering the fifth grade and 37 percent entering the ninth grade fail either to graduate or to graduate at the end of twelve years of schooling.[1]

Note

(a) Complete citations to footnote references are provided on pages 43 and 44.

(b) The data used are in some instances from the 1960 Census. It is suggested that when the 1970 Census data become available, they be used to make an assessment of progress made in the 1960-1970 decade and to up-date the 1960 data used in this report.

(c) No attempt has been made to verify any of the data used in the report. They are thought, however, to be the most reliable available.

A major function of the education enterprise is the preparation of youths and adults to enter the labor force, to up-date their skills for a changing labor force and to assist them in climbing the career ladder. Trends in the nature of the labor force in Georgia through 1985 show that additional and replacement workers will be needed at a rate of over 99,000 yearly. By occupation classification these trends show needs as follows.[2]

Professional and technical	18,200
Clerical and kindred	17,000
Service workers	23,700
Operatives & production line	15,300
Laborers	2,800
Sales workers	8,200
Craftsmen & foremen	6,200
Proprietors & managers	8,000

In addition to the new and replacement workers needed in the labor force, the predicted changing and flourishing economy of Georgia is causing a re-distribution of employment needs by broad occupation areas. Persons involved in the production of goods will increase at a slow rate. (Agriculture workers will actually decrease.) Persons involved in transportation will increase moderately, while

workers in service occupations and government will increase appreciably. (For details on trends in Georgia employment, see chart on page 49.)

The changing political, social and economic environment; the number of people to be educated; the social and educational problems that continue to confront the state and the additions and changes in the labor force call for an in-depth look at the education enterprise.

This section addresses itself to the goals for the education enterprise--the people to be served, the curriculum, the staff, organization and administration, buildings and facilities and finance.

PEOPLE TO BE SERVED

The people of Georgia expressed in the preamble to the Constitution their desire to perpetuate those principles of free government which insure justice for all, promote the interest and happiness of the citizens and transmit to posterity the enjoyment of liberty. Implied in these principles is the intent for the state to upgrade the quality of life and the social environment for all citizens by improving its human resources.

Georgia's people also stated in Article VIII, Section I, of the Constitution that a primary obligation of the state in improving human resources is to provide an education for the citizens. To fulfill this obligation the state established a system of tuition-free common schools.

The concentration of Georgia's educational effort in the past has been directed toward the children and youth who are enrolled in grades one through 12. Little attention has been given to providing programs for children before age six. Only 14 percent of the kindergarten age population was enrolled in a public supported kindergarten program during the 1968-69 school year.[1] Public supported programs for pre-kindergarten children are practically non-existent. Yet, studies show that the early years of a child's life are crucial to his development.

CO

John T. Phillips, Jr.

Jesse B. Blayton

James L. Goddard

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Vivian W. Henderson

George E. Patterson, Jr.

ıMISSION MEMBERS

Jac. H. Rothschild

Robert M. Wood

Mrs. Leland H. Bagwell

Rufus C. Harris

Maurice M. Egan

> Between conception and age four, 50 percent of an individual's mature intelligence is developed, another 30 percent from ages four to eight.
>
> Between ages four and six, 17 percent of a person's growth in educational achievement occurs.
>
> By the time a child is nine, one-half of the general achievement he will possess at age 18 will have been developed.[6]

The current status of adult and continuing education programs causes concern equal to that for programs for early childhood education. Of the 54,937 high school graduates in 1968, 59.4 percent did not enter college.[7] Fewer than 100,000 adults of an estimated 2,800,000 in the total state population of persons age 18 and over were enrolled in adult and post-secondary vocational programs during the 1967-68 school year.[4] With just under 1,000,000 adult persons in the state at last report not having completed more than eight years of schooling, only 17,825 in 1968 were pursuing adult basic education programs intended to raise their level of formal schooling to the eighth grade.[8] At least 20,000 children and youth drop out of the schools annually.[1] Yet, only 5,198 adult high school equivalency certificates were issued in 1968.[8]

Programs for the handicapped also fall short of needs. In the three to 21 age group there are an estimated 160,000 children and youth in need of special programs for the handicapped.[1] However, only 30,000 received educational services specially designed for the handicapped child in the 1967-68 school year.[9]

To fulfill Georgia's primary obligation to improve human resources, education programs and services should be provided for . . .

> the severely handicapped, including deaf and blind children, as soon after birth as is needed;
>
> all children and youth from age three through secondary school, with special emphasis at the youngest ages on culturally and otherwise handicapped children;

adults throughout life except those pursuing programs provided by the State Board of Regents and private colleges and universities.

THE CURRICULUM

The curriculum is the basic concern of the total education enterprise. It is the vehicle through which the education enterprise develops motivation, knowledge, skills, attitudes and understandings in the children, youth and adults.

Information secured from Standards for Public Schools of Georgia during the 1968-69 school year indicates that the curriculum of the schools has some weaknesses with respect to meeting the needs of all children, youth and adults. While 96 percent of the high schools in the state offered a minimum of 37 units of instruction for credit annually, only 82 percent offered a minimum of 54 units of instruction. Furthermore, only 83 percent of the systems and 66 percent of the schools provided adult or continuing education programs. Forty-seven percent of the schools did not have a corrective reading program, and 63 percent did not have a corrective mathematics program. In 85 percent of the schools, less than 40 percent of the time devoted to science was used for students to investigate experiences in the laboratory or in the field. While 84 percent of the high schools offered one foreign language that is taught for three years, 21 percent did not offer two foreign languages for three years.[10]

The curriculum for a comprehensive occupational program should consist of four phases. The first should be an exploratory phase generally offered in grades 7 - 9 in which students learn about the total range of available occupations and careers. Second, there should be a pre-vocational phase of training generally offered in grades 8 - 9 in which students become familiar with the tools, processes and materials of a broad occupational area such as industry, business, home economics and related occupations and agricultural occupations. Third, there should be the occupational phase generally offered in grades 10 - 12 in which specific skills by families or clusters of occupations are mastered at least to the point of basic job entry level. Finally, there should be a preparatory phase to train youth in a specific occupational skill during the final year of high school. This is accomplished by early or advanced

placement in either a post-secondary vocational-technical school or through a specialized cooperative work-school training arrangement.

Unfortunately, as recent studies made by the Division of Vocational Education, Georgia Department of Education, show, there are few students in Georgia schools who have access to such a comprehensive program in occupational education. Only approximately two male students out of every 10 in Georgia high schools have an opportunity to enroll in a preparatory vocational program. These studies also show that most pre-vocational courses are concerned with vocational agriculture and that non-agricultural courses are offered in poorly equipped industrial arts shops.

To assure that the curriculum develops each individual's knowledge, skills, attitudes and understandings to their fullest potential, instructional programs should be organized to . . .

permit each pupil to progress in a continuous manner at a rate consistent with his ability;

provide for the determination of the educational needs of each child, the design of an instructional program to meet those needs and the continuous evaluation and assessment of individual progress;

utilize a wide variety of instructional materials in a variety of individual and group activities;

provide the opportunity for students and teachers to make responsible decisions regarding the use of their time;

provide opportunities for students of varying abilities and interests to participate in common activities;

be adaptable to desirable changes brought about by promising experiments, innovations and valid research;

be varied in accordance with the level of development of the individual learner.

The content of the curriculum should . . .

include learning experiences and opportunities that will develop those qualities and characteristics identified in the Product Goals;

give primary attention to the development of basic skills in speaking, reading, writing, listening, mathematics and human relations;

provide for the study of the basic disciplines of human knowledge and of the arts;

provide for vocational education, physical education, driver education and other special areas as needed;

provide for the systematic study of contemporary issues and events;

include the development of skills in human relations;

include remedial and corrective programs, special instruction for handicapped children and youth and compensatory programs for the culturally deprived;

provide guidance and counseling services, psychological services, health services and social work services appropriate to various levels of education;

provide programs in adult and continuing education.

THE STAFF

The professional staff is the essential element in creating a learning environment that encourages the individual student to become involved in meaningful learning experiences. To create a climate conducive to the teaching-learning process, the staff possesses enthusiasm; respects the personal dignity of each student; seeks and develops hidden talents in students; holds high expectations for all students; is sensitive to the emotional climate of the classroom; and is able to come to terms with the essential humanity of students, their feelings, needs, aspirations.

During the 1968-69 school year, Georgia had 48,171 teachers.[1] Of this number 985 held a certificate below that issued to a teacher with at least four years of college.[1] During the 1967-68 school year, 138 superintendents did not hold the six-year administrator's certificate.[10] Seven percent (137) of the principals did not hold the five-year certificate in school administration, while 80 percent (1,519) of the principals did not hold the appropriate six-year certificate.[10]

During the 1967-68 school year 13 percent of both elementary and high school teachers in Georgia left the profession.[11] Nationwide estimates show that 8.1 percent of the elementary teachers and 8.6 percent of the high school teachers separated from their previous teaching and did not transfer to a new location the following year.[12]

The average statewide teacher salary during the 1968-69 school year was $6,985,[1] while the estimated average nationwide was $7,910.[13] The average statewide salary for all instructional personnel (teachers, supervisors, coordinators, principals, counselors) was $7,200[1] while the estimated nationwide average was $8,200.[14]

Georgia's base salary allotted under the MFPE in the 1968-69 school year to a beginning teacher who had just graduated from college was $5,080 (an average monthly salary of $508). Non-teacher candidates for the Bachelor's degree in the United States who graduated at the same time as Georgia teacher candidates were offered the following salaries.[15]

Field of Study	Monthly Salary
Accounting	$689
Business - general (including management)	651
Engineering	
aeronautical	761
chemical	790
electrical	750
industrial	757
mechanical	768
metallurgical	764
Humanities and social sciences	626
Marketing and distribution	629
Physics, chemistry, mathematics	728

An inadequate number of teachers, administrators and supervisors often causes either improper assignments or vacancies. During the 1967-68 school year, 34 percent of the schools reported that some teachers were teaching in fields in which they were not certificated. Four percent of the secondary schools and 29 percent of the elementary schools did not have a full-time certificated librarian. Thirteen percent of the schools did not have a certificated full-time principal.[11]

Quality of education is often judged strictly on the basis of teacher-pupil ratio. However, providing superior education opportunities and services goes beyond achieving an ideal teacher-pupil ratio. Superior education opportunities and services depend on the combined efforts of a teaching team that includes not only basic academic teachers but also special teachers, psychologists, social workers, nurses and many others. A recent study conducted by the Division of Planning, Research and Evaluation, Georgia Department of Education, showed that Georgia's schools in 1970 should provide for all elementary and secondary students, teachers, administrators and specialists in the following ratios.

Elementary schools teaching staff

1 Basic academic teacher per 30 students enrolled
1 Music teacher per 300 students enrolled
1 Arts and crafts teacher per 300 students enrolled
1 Physical education teacher per 300 students enrolled
1 Special teacher for handicapped per 160 students enrolled
1 Remedial reading teacher per 400 students enrolled
1 Remedial mathematics teacher per 400 students enrolled
1 Exploratory vocational teacher per 800 students enrolled

Supporting staff

1 Psychologist per 7000 students enrolled
1 Psychometrist per 3500 students enrolled
1 Social worker per 2500 students enrolled
1 Counselor per 250 students enrolled
1 Librarian per 500 students enrolled
1 Nurse per 1000 students enrolled
1 Instructional supervisor per 1000 students enrolled

1 Para-professional per 100 students enrolled
1 Principal and professional assistants per 500 students enrolled

Secondary schools teaching staff

1 Basic academic teacher per 40 students enrolled
1 Music teacher per 250 students enrolled
1 Physical education teacher per 200 students enrolled
1 Art teacher per 300 students enrolled
1 Special teacher for handicapped per 160 students enrolled
1 Remedial reading teacher per 800 students enrolled
1 Remedial mathematics teacher per 800 students enrolled
1 Homemaking teacher per 625 students enrolled
1 Pre-vocational education teacher per 475 students enrolled
1 Vocational education teacher per 125 students enrolled
1 Driver education teacher per 600 students enrolled

Supporting staff

1 Psychologist per 7000 students enrolled
1 Psychometrist per 3500 students enrolled
1 Social worker per 2500 students enrolled
1 Counselor per 250 students enrolled
1 Librarian per 500 students enrolled
1 Nurse per 1000 students enrolled
1 Para-professional per 100 students enrolled
1 Instructional supervisor per 1000 students enrolled
1 Principal and professional assistants per 500 students enrolled

System central office

1 Superintendent and professional assistants per 5000 students enrolled

So that all the children, youth and adults in Georgia are assured competent professional teachers and other personnel, the State Board of Education and local school system boards should . . .

> provide for the employment of competent professional personnel who are trained and educated in the areas to which they are assigned; possess knowledge and understanding of human growth, development and behavior; are required to demonstrate continuous professional and personal growth and development; and are able to recognize the role of professionals and non-

professionals and effectively use their services to improve the learning process;

provide for the use of part-time personnel with special competencies to enrich educational experiences and complement the teacher--part-time persons such as doctors, lawyers, businessmen, housewives, farmers, engineers, musicians, painters, writers, actors, composers;

provide salaries based on demonstrated competence, effectiveness and position rather than exclusively on tenure and/or level of academic accomplishment;

provide salary levels for beginning and experienced teachers that are competitive with salaries in other comparable professions and that will encourage outstanding teachers to remain in the classroom;

provide continuing contract status for teachers based on demonstrated continuing competencies;

provide teachers with the following specializations in adequate numbers for all elementary schools--basic academics, music, arts and crafts, physical education, the handicapped, remedial reading, remedial mathematics;

provide teachers with the following specializations in adequate numbers for all secondary schools--basic academics, music, physical education, art, the handicapped, remedial reading, remedial mathematics, homemaking, vocational education, industrial arts, driver education;

provide supporting staff with the following specializations in adequate numbers for all elementary and secondary schools--psychologist, psychometrist, social worker, counselor, librarian, nurse, para-professional, principal and professional assistants, instructional supervisor;

provide a continuous review of certification and adjustment of the certification process to license teachers and other professional personnel on the basis of demonstrated competency and ability.

ORGANIZATION AND ADMINISTRATION

The education enterprise has a formal structure and is operated within the formal framework of government and the informal arrangement of society. Citizens and professional educators make and carry out decisions within the organization structure to serve the children, youth and adults in the schools. The central task of the school is instruction, but there are many decisions to be made and tasks to be accomplished if the desired instruction is to take place. It is within the framework of the organization that these take place.

Georgia has far too many small school systems that cannot deliver an adequate program of education for all children. At the conclusion of the 1968-69 school year, there were 193 school systems, 159 county systems and 34 independent systems. Average daily attendance (ADA) data with respect to these systems is as follows.[1]

Fourteen systems had more than 10,000 students in ADA; 17 had fewer than 1,000, and 155 had fewer than 5,000 students.

The ADA ranged from 185 in Tallulah Falls City to 99,680 in Atlanta City.

The median ADA for all systems was 2,700.

The ADA in 76 systems decreased from the previous year; one remained the same, and 166 increased.[1]

Georgia also has too many small high schools. During the 1968-69 school year, there were 476 high schools of which 38 were non-accredited. Data with respect to these schools are as follows.

Nineteen (four percent) of the schools had fewer than 99 pupils while 83 (17.4 percent) had an enrollment of 1,000 or above.

The average daily attendance ranged from 1,997 to 27. (The five smallest high schools had 30 or fewer.)

High schools with fewer than 1,000 students were attended by 59.5 percent of the total statewide enrollment, whereas 25.5 percent of the students attended high schools with fewer than 500 pupils.

The size of the graduating classes ranged from 556 to one.

Seventy-five percent of the students in the senior classes had more than 100 classmates while 25 percent had fewer than 100.

The current status of elementary school enrollment causes concern equal to that felt for school system size and high school enrollment. During the 1968-69 school year, Georgia had 1,097 elementary schools. Data with respect to these elementary schools are as follows.

The average daily attendance (ADA) ranged from 1,492 to seven.

The 10 smallest schools had an ADA of fewer than 58.

The median size for all elementary schools in the state was 363.

The percent of students attending schools with an enrollment of 500 or fewer was 49 percent.

The number of schools with 500 or fewer enrollment was 1,097 or 69 percent.

The desegregation of schools and the elimination of the dual school system are major problems confronting Georgia. Preservation of the public school system may depend on satisfactory solution of the difficulties resulting from desegregation. In a survey conducted by the Georgia Department of Education for the Goals Commission in October and November 1969, these facts emerged.[10]

Of the 1,102,500 students enrolled, 359,600 or 33

percent were black.

Of the 1,999 schools in the survey, 405 or 20 percent were all black schools.

Of the 191 school systems, 122 or 64 percent had at least one all black school.

Of all students in the state, 20 percent or 224,300 attended all black schools.

Of the 359,600 black students, 135,300 or 38 percent attended integrated schools.

So that the education enterprise may operate as efficiently and effectively as possible while serving the instruction program for all age children, youth and adults in the state, local boards of education should . . .

place major emphasis on policy development;

be selected as representative of the total community;

use advisory committees made up of representatives of the total community;

use the schools as educational centers for people of all ages;

provide tax supported elementary, secondary and adult programs operating on a year-round basis;

appoint the chief administrative officer of the school system;

provide secondary school centers with a minimum enrollment of 1,000 pupils (in grades 8 - 12 if organized on that basis);

provide elementary schools with a minimum enrollment of 500 in grades kindergarten through seven;

evaluate teachers according to their competence;

cooperate with other school systems in the creation of regional

service centers that can provide personnel and services that cannot be furnished by a single local school system;

provide for short, medium and long range educational planning;

provide a unitary school system where schools are not designated for blacks or for whites;

provide a balance of participation in the education decision-making process so the interests of all persons are served rather than just those of special groups.

The State Board of Education should . . .

disseminate the findings of promising experiments, innovations and valid research so they can effect desirable changes in local school practices;

establish, apply and enforce minimum standards for private schools not to exceed those demanded for public schools;

apply and enforce minimum standards for public schools;

develop ways of evaluating teachers according to their competence;

develop an educational data system to serve state and local management needs;

provide for the development of statewide educational planning of the total state school program;

provide appropriate Georgia Department of Education services to local school systems on a regional basis;

provide area vocational-technical schools within reasonable commuting distance for all citizens;

provide area vocational high schools within reasonable transportation distance of all high schools;

provide the means whereby area vocational schools and area

vocational high schools may serve adults and high school age youths interchangeably;

provide comprehensive planning surveys for local school systems upon their requests;

provide a continuous study of administrative practices that will effect changes conducive to greater efficiency and effectiveness in the operation of schools and school systems;

provide leadership, technical assistance and funds to accomplish an orderly and effective transition to a unitary school system.

The Legislature should . . .

secure a constitutional amendment that would allow school system boundaries to be established by statute;

reorganize school systems so there will be a minimum enrollment of 10,000 children in each system and not more than 60 administrative units in the state;

provide for the establishment, application and enforcement of minimum standards to private schools not to exceed those demanded of public schools.

Buildings and Facilities

School buildings and facilities can represent effective educational tools or can present some of the most rigid barriers to educational change and development. Buildings should be attractive and functional and provide a place for children, youth and adults to engage in learning activities.

With the rapid expansion of the school population, the mobility of the population and the need to provide additional educational services and programs, the problem of providing enough school buildings and facilities in the right location at the right time is compounded.

During the 1968-69 school year, Georgia had 45,582 regular classrooms and 3,210 special service rooms in use. Of these, 1,088 were considered to be sub-standard. In the same period, 21 building bond elections were held. Fifteen passed while six failed. Of the 4,493 buildings in use, 493 were constructed prior to 1930; 1,044 from 1931 to 1950; 2,957 from 1951 to the present. Only 226 of the schools were air conditioned.[1]

To assure that the children, youth and adults are able to attend school in functional and attractive buildings where modern equipment is available, local school system boards should . . .

design school buildings that permit adaptation to different instructional techniques;

provide direct outside access to school libraries and assembly areas;

plan outdoor education facilities and living environmental science laboratories;

provide equipment and facilities in each school to use, record and store educational and closed circuit television, microfilm, microfiche and ultramicrofiche, as well as computer assisted instruction and other instructional communication systems;

provide facilities and equipment to handle data essential to effective management of the educational enterprise.

Finance

Georgia's education enterprise cost over $950,000,000 during the 1968-69 school year.[1] It delivered educational programs and services to almost 1,325,000 children, youth and adults.[1] It involved almost 75,000 teachers, bus drivers, lunchroom workers, secretaries, et cetera.[1] When one contemplates the number of people involved plus the buildings and grounds, the equipment and supplies and services used in providing education, it becomes obvious that the business activity of the education enterprise in the state is considerable. Almost everything the school does costs money. The

provision and expenditure of funds thus are focal points through which the education enterprise becomes a program for action.

The observer who views the cost of education only in terms of taxes and the dollars spent often overlooks the contribution education makes to the development of human resources and to the economy. Studies have shown that the earning level for working adults rises more than proportionately with the level of education. In Georgia in 1960, one year of schooling for males added $400 yearly to income; for females the yearly increment from one additional year of schooling was $250. Furthermore, the results of a Georgia study conducted in the mid-1950's showed that the return from annual outlays on education was 16 percent on the annual investment for education.[2]

Georgia has made progress in the past in providing support for the education enterprise. In the period from the 1957-58 school year to the 1967-68 school year, costs per ADA child increased 117.6 percent, from $233 to $507.[1] This compares with an 82.7 increase in the U. S. average, from $341 to $623.[16] In the same period the per capita income increased from $1,470 to $2,540 and the percent of per capita income spent per child increased from 14 to 18.5 percent.[1] In the same 10 year period state appropriations for education increased by 136 percent. However, the percentage of state appropriations designated for elementary and secondary schools decreased by 0.4 percent, from 41.5 to 41.1 percent.[1]

Even though there has been progress in the financing of education in the past, Georgia still has a long way to go. During the 1968-69 school year Georgia's expenditure per child in ADA was $511,[1] while the estimated average for all the states was $696, with 18 states (including Washington, D. C.) above and 33 states below the mean. There was a range from $432 to $1,140.[17] Furthermore, these data show the median expenditure as $648, with Georgia ranking 40th among the 50 states and the District of Columbia.[17]

The picture for the future is even more disturbing. Recent projections of those educational costs financed by the Minimum Foundation Program for Education (MFPE) show that when funding a "stand-still"* program the MFPE budget would need

to increase from $372,750,000 in the 1969-70 school year to $476,770,000 in the 1974-75 school year (27.9 percent). Based on present trends in Georgia's increased expenditures per child, the MFPE would need to increase by the 1974-75 school year to $648,800,000 (74 percent) and to reach the national average the MFPE would need to increase to $877,000,000 (135.3 percent). Furthermore, projections through the 1979-80 school year show the MFPE budget would need to increase on a "stand-still" basis to $511,920,000 (37.3 percent), on a trend basis to $958,090,000 (157.0 percent); and to reach the national average $1,214,670,000 (225.9 percent).[1]

*Stand-still – present program impacted with costs based on inflationary trends and estimated enrollment increases.

To achieve more nearly a funding level for education purposes that is commensurate with the educational needs of the state, local boards of education should . . .

allocate local funds for planning, research and development purposes and for innovative and experimental programs;

effect contracts with businesses and industries to provide specialized learning experiences;

contribute to the Minimum Foundation Program for Education (MFPE) at a level consistent with the ability of the taxpayers within the system to support education;

utilize all available financial resources including federal, state and local funds to provide comprehensive education.

The State Board of Education should . . .

distribute funds on a program basis so that objectives are systematically defined, costs are carefully determined and budgets are developed to achieve the predetermined objectives;

provide a program of public information that will acquaint the taxpayer with the realistic financial needs for education and methods for providing the support to meet these needs;

utilize all available financial resources including federal, state and local funds to provide comprehensive education;

provide a continuous study and reevaluation of long-range educational needs and of alternative methods of providing financial support;

continuously and systematically study the adequacy of the MFPE to provide a superior level of support and to explore alternative financial support and funds distribution methods that will assure a higher minimum educational program for each child, youth and adult in the state.

The Legislature should . . .

appropriate state funds for planning, research and development purposes and for innovative and experimental programs;

provide the funds and the formulae in the MFPE that are based on realistic costs and that reflect the educational needs of the state;

provide a system of taxation for education purposes that assures reasonable equity among all taxpayers as the basis for financial support and increased support from sources other than the property tax;

provide that the MFPE contribution of local school systems be equitably based on the local school system's ability to support education;

provide a level of support for education that is at least equal to the national average per pupil expenditure;

appropriate state funds to accomplish an orderly and effective transition to a unitary school system.

FOOTNOTES

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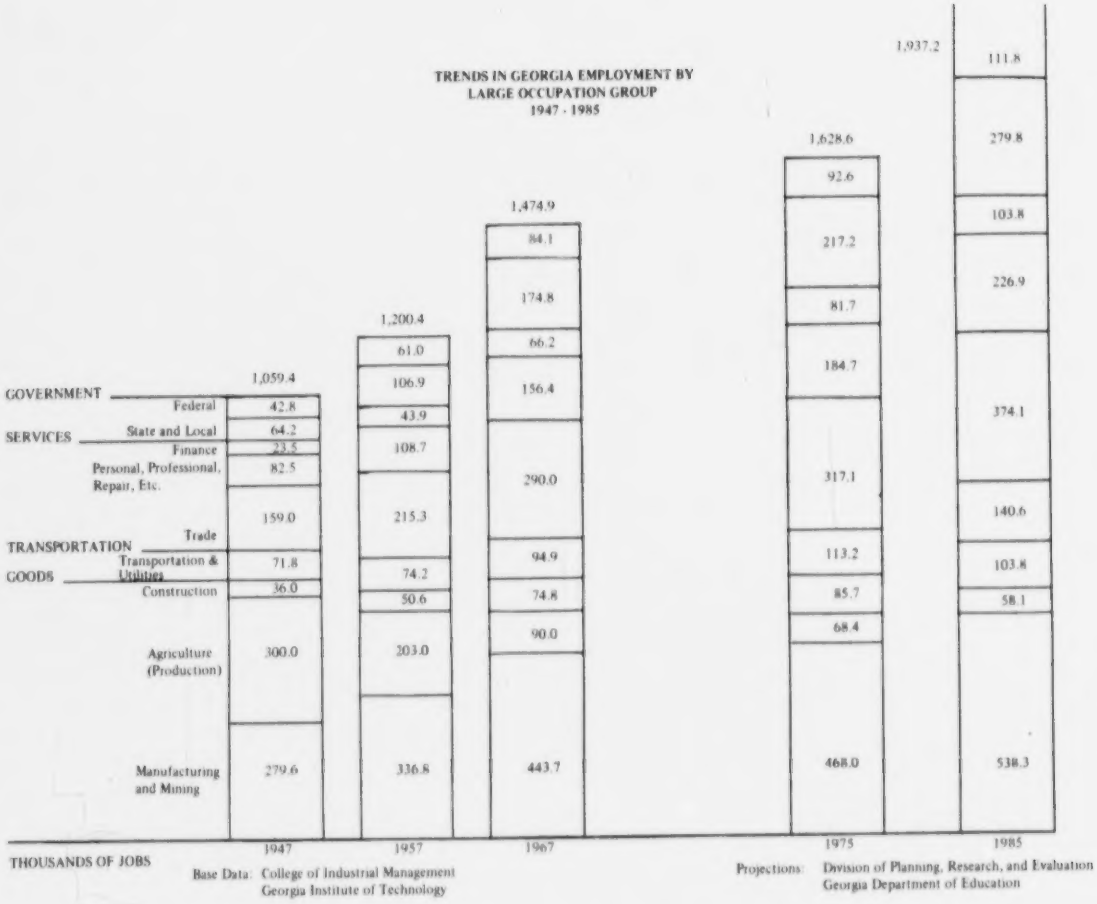
TRENDS IN GEORGIA EMPLOYMENT BY
LARGE OCCUPATION GROUP
1947 - 1985
GOVERNMENT
Federal
SERVICES
State and Local
Finance
Personal, Professional, Repair, Etc.
TRANSPORTATION
Trade
GOODS
Transportation & Utilities
Construction
Agriculture (Production)
Manufacturing and Mining
1,059.4
42.8
64.2
23.5
82.5
159.0
71.8
36.0
300.0
279.6
1,200.4
61.0
106.9
43.9
108.7
215.3
74.2
50.6
203.0
336.8
1,474.9
84.1
174.8
66.2
156.4
290.0
94.9
74.8
90.0
443.7
1,628.6
92.6
217.2
81.7
184.7
317.1
113.2
85.7
68.4
468.0
1,937.2
111.8
279.8
103.8
226.9
374.1
140.6
103.8
58.1
538.3
1947
1957
1967
1975
1985
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